

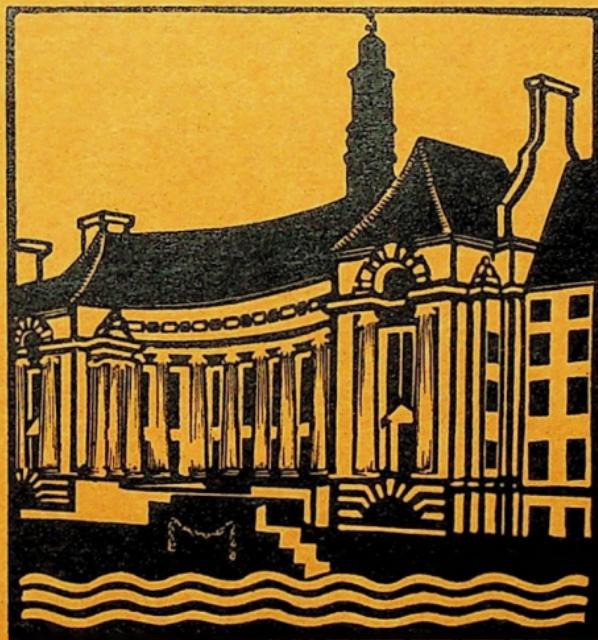
THE  
COUNTY



LONDON  
COUNCIL

AND WHAT IT DOES FOR LONDON

THE LONDONER'S EDUCATION  
ITS HISTORY & DEVELOPMENT



WITH A FOREWORD BY  
THE CLERK OF THE COUNCIL

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THE  
LONDONER'S  
EDUCATION

BEING ONE OF A SERIES OF  
POPULAR HANDBOOKS ON THE  
LONDON COUNTY COUNCIL AND  
WHAT IT DOES FOR LONDON

“ Henceforth the School and you are one,  
And what You are, the race shall be.”



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## FOREWORD

*In order that London may have full knowledge of the way in which its affairs are managed the Council publishes each year an Annual Report in four volumes, Annual Accounts, Annual Estimates, a volume of London Statistics and a number of other reports and returns.*

These publications, however, do not appeal to the great mass of Londoners, whose interest in their London's government is practical rather than scientific, spasmodic and particular rather than general and sustained. When the roads are up the man in the street will grumble "The County Council again!" : quite oblivious of the fact that the Council is usually no more responsible for the obstruction and inconvenience than the Shah of Persia. If question arises as to the upkeep of the beautiful parks and open spaces scattered throughout London this is glibly attributed to a non-existent "Board of Works." As for the London Fire Brigade, the main drainage service, or the housing estates, these, of course, must manage themselves.

The present series of booklets on "The London County Council and what it does for London" is designed to render easy and natural a full general knowledge of London's administration. For the one on Education the Education Officer is responsible ; the others have been prepared in my department. The cover has been designed by Miss Mary I. Wright, of the London County Council Central School of Arts and Crafts. The publication is due to the enterprise of the University of London Press in association with Messrs. Hodder & Stoughton.

JAMES BIRD,

Clerk of the Council.

*The County Hall, S.E.1  
June 1924.*

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# THE LONDONER'S EDUCATION

## INTRODUCTORY

### A GREAT MUNICIPAL UNDERTAKING

EDUCATION in England is both a national and a municipal service.

The Government Department responsible for this service on behalf of the nation is the Board of Education, the President of which is a Cabinet Minister. The control of the Board is exercised by means of Codes and Regulations, which have behind them the statutory authority of all the Education Acts passed by Parliament (now embodied in the Education (Consolidation) Act, 1921). These Codes and Regulations are in force for all schools which receive help from the State ; they prescribe, in general terms, how such schools shall be conducted.

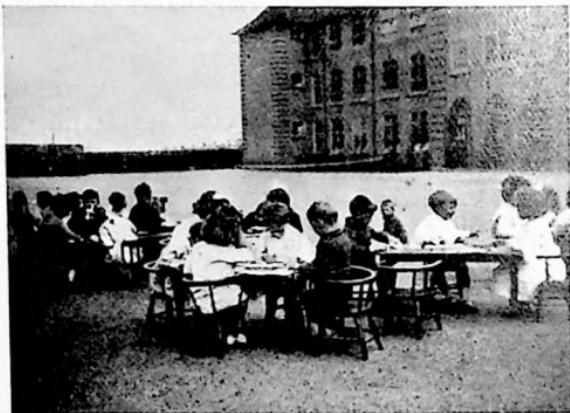
But the actual provision and maintenance of the schools is entrusted to local education authorities. Roughly speaking, the cost of education is divided between the central and the local authorities. For the country as a whole the State pays rather more than half out of taxes, the localities rather less than half out of rates. In London the apportionment is practically equal—the London County Council and the Board of Education giving “pound for pound” to meet the public expenditure on education.

### A DEMOCRATIC BUSINESS

The London County Council is the local education authority for the Administrative County of London ; it is responsible for the promotion and development of London education.

The Board of Education thinks in terms of national education, the London County Council in terms of that smaller but highly-important unit, namely the education of four and a half million citizens of London, the largest aggregation of population in the British Empire.

The Londoner, in contributing by his taxes to the upkeep of the nation and exercising his franchise as a Parliamentary elector, can influence the national educational policy ; as a ratepayer, voting in the London County Council elections, he can help to determine how



INDIVIDUAL WORK, HILLBROOK ROAD INFANTS' SCHOOL.

the children of London's citizens shall be educated. This is the democratic basis of the London education service, which derives its power—and its inspiration—from the people.

#### AND ITS SHAREHOLDERS

The people of London, acting through their elected representatives, are thus responsible for the form and extent of the education which their children receive. If they are to exercise this responsibility wisely, it is important that they should know something of the great trust which is committed to them.

The object of this book is not to praise the London

schools, but to make them known. For Londoners are the shareholders of the London education service ; they should know how their money is invested, and what return they, and their children, can get for it.

The education of the Londoner is a Londoner's business.

### THREE BIG FIGURES

The London County Council's education service :

Educes . . . . .	1,000,000 people.
Employs . . . . .	30,000 teachers and officials.
Costs . . . . .	£12,600,000 a year.

These figures may be put in another way. The number of persons attending "school" in London is greater than the total population of Birmingham, the second largest city in England and Wales.

Last year the youngest child at school was scarcely two years old—a baby in a nursery school ; the oldest student at school was 78—a grandmother and a keen student at a women's institute.

### AND THREE BIG QUESTIONS WORTH THINKING ABOUT

Are these people—children and adults—being wisely educated ? Are the teachers and officials usefully employed ? Is this money being well expended ?

Answers to these questions may be found in the following pages.

## ELEMENTARY SCHOOLS

London County Council Schools . . . . .	604
Non-provided Schools . . . . .	356
Total number of pupils . . . . .	665,000

PUBLIC elementary schools in London are either London County Council schools or non-provided schools ; the latter are so called because they are " provided," not by the London County Council, but by religious bodies, who are responsible for the upkeep of the buildings, except the " fair wear and tear " due to the use of the buildings as public elementary schools.

## RELIGIOUS INSTRUCTION

Religious instruction is given in London County Council schools in accordance with a well-known Clause of the Education Act, 1870, which requires that " no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school." In a non-provided school the religious instruction is in accordance with the tenets of the religious body which provides the school ; the school managers are empowered to appoint the teachers, subject to the right of the London County Council to refuse consent to any appointment on educational grounds.

Apart from these special conditions, the work of a non-provided school differs little from that of a London County Council school. The secular instruction is judged by the same standards and given the same facilities. In fact the Standing Orders of the London County Council say, in effect, that, unless required by statute, there shall be no distinction, in determining matters of



SOUTH GROVE INFANTS' SCHOOL, LIMEHOUSE.  
Play out of doors with toys.

educational administration, between the two types of schools.

#### WHAT DO THEY TEACH ?

What do elementary schools teach ? The first London elementary school, which was opened in a cow-shed over a century ago in the Borough Road, was criticised because it taught nothing useful. The same criticism was made nearly a century earlier about the Universities of Oxford and Cambridge. It has probably been made about every school.

An elementary school is not intended to teach a trade to children, but to give them their first lessons in citizenship, to develop both their minds and *their bodies*.

Three tools are necessary for every hour of work and for every hour of leisure ; they are reading, writing, and arithmetic.

Then, as every boy and girl will become a citizen with responsibilities for the government of the State, every child is instructed in the language and literature of his country and is taught history and geography.

Through nature study and elementary lessons in

science, every child learns something of the world in which he lives. Every child is taught to draw, to sing, and to work with his hands ; his physique is cared for by graded physical exercises and by organised games.

A head master of an East-end school reports how organised games are teaching the children to value orderly recreation outside school hours.

"The drab streets," he says, "were heretofore their open space, the canal their swimming-bath. There they learnt swimming and played to the annoyance of the public, making the police-constable their enemy, and often endangering their limbs and even their lives. But now that the time-table includes organised games, the children have acquired the 'team' spirit, and they spend much of their spare time in the baths and on the open spaces, though these are a considerable distance from their homes."

Each year 30,000 boys and girls in the London schools are taught to swim. Last year 21 children—a record number—received awards from the Royal Humane Society for gallantry in saving life. These and many other acts of bravery are recorded on the school "Brave Deeds" boards provided by the London County Council.



THE COOKERY CENTRE HITHER GREEN GIRLS' SCHOOL.

## A TYPICAL SCHOOL TIME-TABLE

London elementary schools have a large amount of freedom. The London County Council believes in giving head masters and head mistresses a wide discretion



BROADWATER ROAD SCHOOL, TOOTING

Wireless apparatus constructed by boys, with school set in operation.

in arranging the teaching in their schools. A typical "time-table" of an upper standard in a London elementary school is as follows. It gives a good idea how school lessons are apportioned :

Lessons.	Hours per week.
1. Bible Instruction	2½
2. English (including Reading and Writing) and Arithmetic	10
3. History, Geography, Singing, and Drawing	5
4. Science and Practical Work (including Needlework and Domestic Economy for girls, and Woodwork and Metalwork for boys)	5½
5. Physical Education	1½
6. Play intervals, registration, etc.	3
	27½

Children stay at the elementary school until the end of the school term in which they attain the age of 14; but they can stay, if they wish, till 15, so that they may not be out of work and out of school at the same time.

#### PRACTICAL INSTRUCTION

Beginning in the babies' class, handwork is taught throughout the school. From the age of eleven every boy is taught woodwork or metalwork at manual training centres, and every girl household management at domestic economy centres. This practical instruction is given by a special staff. The purpose is not to make the boys carpenters or plumbers, or the girls cooks, but to awaken manual dexterity. The practical training given in this way totals three months in the pupil's life.

#### EDUCATION BY JOURNEYING AND VISITING

Sometimes children are taken by their teachers on educational visits to see with their own eyes the historic buildings of London, and there are few days in the summer months when classes may not be seen at Westminster Abbey, St. Paul's, the Tower of London, or at the docks, parks, or picture galleries, visiting the spots about which they have been reading in their history books. Occasionally their



A SCHOOL CAMP: DAILY BATHE AT PINKHILL LOCK.

teachers organise school journeys, when a fortnight is spent in the country or at the seaside.

The modern elementary school is a bright and happy place. Experience shows that the happy child is the best scholar. And "the child is father of the man."

#### BEFORE EDUCATION WAS COMPULSORY—

In 1870, just before elementary education was made compulsory and publicly controlled, there was much striking evidence showing the conditions of the children and of the schools in London.

"The streets," says one report, "were swarming with waifs and strays, who had never attended school, a large number of whom habitually frequented the river side, the London railway termini, the purlieus of Drury Lane and Seven Dials, streets and corners off Holborn and the Strand, and the neighbourhood of the Borough, Whitechapel and many similar parts of the Metropolis. The children slept together in gangs in such places as the Adelphi Arches, on barges, on the steps of London Bridge, in empty boxes or boilers, at Bankside in empty packing cases, down the "Shades" covered with tarpaulins and old sacks."

Another report says :

"The children's lives were a constant round of sunless drudgery—they never played as children play, they never seemed even to think ; they were prematurely old, and the victims of an awful cruelty. . . . Their mortality was high."

The following three reports taken from the Council's records show conditions in 1874 :

"Eighty-two children of different ages, boys and girls, huddled together in a miserable, badly-lighted, badly-ventilated room, affording accommodation for twenty-three at the utmost."

"No books, no apparatus, no seats, floor and bare walls, the teacher, an aged man, standing in the midst of a crowd of children wielding a cane to keep the scholars quiet—and thus the time goes on."

"This is not a school, it seems a baby farm. Seventeen children in a small filthy hovel. There were four, in fact, a few months old. The little ones were quite naked. The woman who pretends to look after the school was engaged in a back yard washing. From the woman down to the infant, all here seemed steeped in ignorance and wretchedness."



BERMONDSEY SCHOOLBOYS THIRTY YEARS AGO.

Contrast all this with extracts from recent inspectors' reports :

*A Fulham School—"High Ideals"*

"This is a school of high ideals and broad outlook . . . specially successful in sport, and in fostering a good social spirit. . . . It commands the interest and esteem of the children and the parents. Another result is seen in the bearing and conduct of the girls, who are well behaved and courteous. . . . The children are "alive," and keen on the school and its pursuits. The attainments of the children, considering the homes from which many of them come, are very praiseworthy. There are weaknesses in the purely academic work, but these weaknesses are small in comparison with the fine spirit which pervades the school. . . ."

*A Bethnal Green School—“Esprit de Corps”*

“*Esprit de corps* is strong among the girls. The senior girls take definite responsibility for the school discipline through a court for dealing with minor offences and have formed a club for the provision of flowers and plants for the whole school. The standard of personal neatness and demeanour leads one to forget the very narrow circumstances of the homes from which the children come. The tone is excellent. The girls are alert and responsive, friendly but respectful in their behaviour towards adults, and the quality of the discipline is shown by the steadiness with which they carry on their work when the teacher is engaged or they are left alone.”

*A Deptford School—“Real Enthusiasm”*

“This department is alive with movements inspired by the new ideals in education. . . . The outstanding feature is the excellence of the English. This is the more creditable in that the children are not of the most intelligent London type. The methods introduced by the head mistress have succeeded in evoking a real enthusiasm for the work done in the school. By giving the children a large measure of freedom, and at the same time imposing upon them more responsibility, the problem of enlisting their interests and good-will on the side of self-education has been solved in notable fashion.”

*A Marylebone School—“Beautiful and Gracious Speech”*

“During this period of nine years she (the head mistress) has built up a fine school from very mixed material; for some ten nationalities are represented amongst the girls, and many of them come from very poor homes. . . . Beautiful and gracious speech is not confined to a few girls or a few classes, but is an attribute common to the girls throughout the school. . . . There can be no doubt whatever that the girls who have passed through this school have had as broad and liberal a training as is possible within the limits of an elementary school education.”

*A Chelsea School—“A Signal Success”*

“The result of infant school teaching may be judged from three points of view; first, the extent to which those



ORGANISED GAMES—MAYPOLE DANCE.

restrictions have been removed which impair the health and hinder the natural development of the children ; secondly, the extent to which habits of courtesy, obedience, self-control, are acquired, together with skill in the use of limb, tongue, and hand ; and thirdly, the extent to which a grounding is provided in the three R's. From each of these three points of view the experiment has been a signal success ; in each respect the school achieves its object more fully than under the older system. . . .”

#### WHAT THESE ACHIEVEMENTS COST FOR EACH CHILD

All social problems, it has been said, come to the elementary schools. The schools have become not only places for acquiring the rudiments of education, but national laboratories for the new needs of London and the old needs of the children. The foregoing extracts may serve to give some idea to the thoughtful reader what the elementary schools are achieving in return for an annual expenditure of £15 a child “ in average attendance.”

## CENTRAL SCHOOLS

Number of Schools . . . . .	61
Number of Pupils . . . . .	20,000
Average cost per pupil . . . . .	£25
Total cost . . . . .	£486,000

THE central school is a type of school intermediate between the ordinary elementary school and the secondary school. The London County Council was the first education authority to establish schools of this type. Every year London elementary schools send some of their picked pupils to a local "central" school, where they go through a course of four or five years' instruction in preparation for employment at the age of 15 or 16.

The instruction is general rather than vocational; but the curriculum has an industrial or commercial "bias" according to the needs of the neighbourhood and the wishes of the parents.

The subjects taught at central schools are more advanced than those taught in elementary schools. Manual



VIOLIN CLASS, BROCKLEY CENTRAL SCHOOL.

training is also carried further, and a modern language, generally French, and commercial subjects are introduced. The teachers are specially selected.

#### HOW PUPILS ARE SELECTED

Children are selected for transfer to central schools at the age of eleven ; the selection is made partly by means of the junior county scholarship examination and partly on the record of progress and conduct at the ordinary school. Many grants ("Junior County Exhibitions") are awarded to promising pupils who need financial assistance to enable them to remain at school beyond the age of 14.

#### EDUCATIONAL OPPORTUNITY FOR THE BRIGHTEST CHILDREN

It has been calculated that about one child in ten is of outstanding ability. The Council tries to select these children by examining them when they are about 11. The cleverest children, about 1,500, go to secondary schools with scholarships. Those who come next in ability, about 5,000, go to central schools. More children could take advantage of the opportunities if more schools were available.

The Council has prepared schemes for increasing secondary and central school facilities for giving equal educational opportunity to the remainder. The completion of these schemes depends, however, upon financial considerations and the eagerness of parents for such facilities.

#### "A VALUABLE AND PROMISING DEVELOPMENT"

In an official report upon the London central schools in 1914 (reproduced here by permission of the Controller, H.M. Stationery Office) H.M. Inspectors said :

"The organisation of the central school system is one of the most valuable and promising developments of recent years in the field of London education. The Local Authority

have recognised the fact that after selecting pupils for their secondary schools there still remain in the elementary schools a large number of children who can, with advantage, continue their education to the age of 15½, though at present economic considerations require that they shall begin to earn their own living soon after that age. If left in the ordinary elementary schools they are sufficiently above the average in general ability to run some danger of wasting their time, and of not having their powers developed to the full. It is the problem of giving to these children a sound general education and of fitting them to some extent for immediate wage-earning that the central schools have been established to solve."

## THE WELFARE OF THE CHILD

THE amount of thought and attention devoted to the social well-being of school children nowadays is still only imperfectly realised. This effort is described officially by the general term "Children's Care."

Every London elementary school has a school care committee of voluntary workers who are interested in child welfare.

Over 5,000 men and women generously give up part of their leisure to co-operate voluntarily with the London County Council in all matters affecting the physical and social well-being of London schoolboys and schoolgirls.

This care work is dealt with by the agency of twelve local offices, which have a small permanent staff for administrative and clerical duties; the voluntary worker does "field" service by visiting parents and agencies and institutions, such as hospitals, which can help children in distress.

### SYMPATHY AND HUMANITY

By this means a humanising and sympathetic touch has been brought into London's educational machinery. Care committee members are welcomed in the homes of the children. They know local opportunities for employment, facilities for gaining medical and surgical treatment, and the dangers which confront children at the critical period of adolescence. With first-hand knowledge of the child's school history, his disappointments, troubles, and efforts, they have saved many thousands of children from shipwreck upon the troublous seas of life, and have piloted them to congenial employment and worthy pursuits.

A love of children, tact, sympathy, and understanding in dealing with parents are the attributes of the care

committee members. The London County Council takes this opportunity of acknowledging their invaluable services, and of extending an invitation to other men and women, who have the welfare of the children at heart—and who has not?—to help, so far as their leisure and resources permit, in this unselfish and uplifting social service.

#### THE WORK OF THE SCHOOL DOCTORS

Number of children medically examined last year	.	253,000
Number of children who received treatment	.	218,000
Average cost per child of school medical service	.	19s. 4d.

Every child in a London elementary school is medically examined at least three times during his school life. The first examination is as soon as possible after admission; the second at the age of 8 or thereabouts; the third about the age of 12. In addition, special medical examinations are arranged when needed.

No part of the London education service has done more for the children of London than the expert and devoted work of the 85 school doctors, 53 dentists, and over 300 school nurses.

London school boys 8 years old to-day are half an inch taller and  $3\frac{1}{4}$  lb. heavier than boys of the corresponding age twenty years ago. The increase in weight is more significant than the increase in height. Thanks largely to the increasing friendliness of parents to the school doctors and nurses, the standard of personal cleanliness is also rapidly improving.

Parents are beginning to show marked appreciation of the school medical service.

Although improvement in physique must be built up gradually, the value of medical attention and treatment is too conspicuous in its immediate results to be denied.

#### THE WORK OF SCHOOL DENTISTS

Over 200,000 school children are inspected every year by the school dentists, and more than 100,000 of these



CHILDREN RECEIVING TREATMENT AT ST. GEORGE'S DISPENSARY.

receive treatment. The results achieved may be referred to as a typical illustration of the benefits derived from the school medical service.

"The record in the Metropolis," says the Chief Medical Officer of the Board of Education in his last annual report, "is so remarkable that the returns since 1913 may be quoted :

" Between 1913 and 1919 the improvement amounted roughly to 5 per cent. more children leaving school with sound teeth, from 1919 to 1921 another 5 per cent. was added, and in 1922, still another 5 per cent., making 15 per cent. in all in nine years.

" The astonishing progress of the last three years is due to the fact that children are now leaving school who, nine years ago, first came under dental inspection and treatment.

" Last year it was regarded as a noteworthy achievement that some 8,000 boys and girls in London were leaving school with sound teeth, who would not have done so had it not been for the school medical service. That this number would so soon be raised to 12,000 was scarcely then anticipated, and the result is, therefore, all the more inspiring."



## AN AGE-LONG IDEAL

The school medical service employs, apart from general medical practitioners and dental surgeons, many specialists. The resources of doctors, skilled in the treatment of the eyes, nose, ear and throat, of tuberculosis, of mental and physical infirmity and so on, are nowadays available for London children in need of special attention.

The school medical service is also intimately co-ordinated with all other questions affecting Public Health. In this way children's diseases and their consequences in after-life are subjected to a searching analysis which would have been impossible a few years ago. About £190,000 is spent annually on this important service.

For the first time in the history of London the age-long ideal of a healthy mind in a healthy body is approaching fulfilment.

## OPEN-AIR SCHOOLING

For the benefit of debilitated children in the London schools, a number of open-air schools and classes have been established.

In Bushey Park (in one of the Royal lodges lent by H.M. the King), on the cliffs at Margate, and in the milder air of St. Leonard's-on-Sea may be seen London children who are "run-down" attending London County Council residential open-air schools which are giving them back their health and vitality.

The parks and playgrounds of London are also utilised for open-air schooling. All told, about 7,000 children each year are selected by the school doctors for instruction under open-air conditions.

*The Achievement of the Open-Air School*

"Children enter the open-air school," reports a head master, "handicapped by ill-health. Their standard of attainment is usually two or three years behind that of healthy children of the same age. While they are in the

school a system of living is acquired under which body and mind develop rapidly, enabling the children to finish their school career abreast of the normal child in the ordinary school. Thus a ladder is provided by means of which delicate children climb to successful manhood and womanhood."

The head master quotes the careers of two boys, who had been under his care in an in-door school and came within his charge subsequently at an open-air school. These boys developed from being shy and retiring children to leaders in sport—the one becoming centre-forward, the other a full-back in the school football team.

"These changes took place in a few months," he adds, "and it is only a short time since one of them, now a brawny A.B. in the Royal Navy, visited the school and indicated his appreciation of the change made in his life by the open-air school treatment."

## SPECIAL SCHOOLS

Schools for the Blind and Deaf . . . . .	48
Schools for the Physically Defective . . . . .	37
Schools for the Mentally Defective . . . . .	78
Schools for Tuberculous Children . . . . .	5
Total number of children attending . . . . .	13,377
Total annual expenditure . . . . .	£500,000

LONDON has probably the most complete system of special schools in the world. Children remain, as a rule, in attendance at these schools until the age of sixteen ; at thirteen, blind and deaf children are generally transferred to residential schools. Handwork is the predominant feature of the instruction ; many of the children are taught a trade, so that they may not become a charge upon the community.

Transport and adult guides are employed to take children suffering from physical infirmity to and from school. The horse-drawn school ambulances have long been a familiar sight in many streets of London ; the London County Council is now, however, substituting motor ambulances for the older type.

The average cost of conveyance for each of the 4,000 crippled children in London is about £10 yearly. This cost and the small classes and special medical and dietary attention necessary make the education of defective children a much more expensive charge in London than elsewhere, but few Londoners will begrudge the efforts made to train those unfortunate children who are handicapped by bodily or mental infirmity into self-respecting and self-supporting members of the community.

### A HUMAN STORY

The story of the special school service is full of pathetic interest, and many illustrations could be given showing how education can be made more compelling than infirm-

ity ; how one boy, born without hands, has been awarded an art scholarship for extraordinary artistic ability ; how a blind girl secured high academic distinction ; how a crippled boy, after obtaining a scholarship, was the successful competitor in a design for an army ambulance ; how a girl, blinded in the Silvertown explosion, is being trained to become a certificated teacher ; and how, another, both blind and deaf, passed the preliminary examination for St. Andrews University.



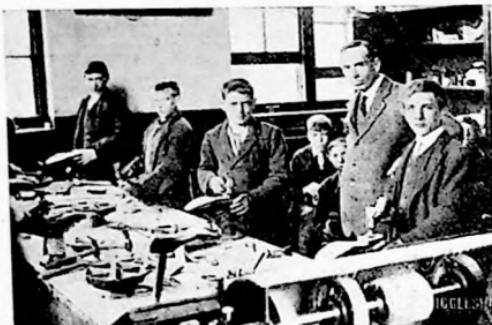
ON SPECIAL SCHOOL SERVICE.

#### FINDING WORK FOR THE AFFLICTED

From one school for deaf girls, which has had 450 pupils since its opening, 97 per cent. have been placed in



ANERLEY SCHOOL FOR DEAF BOYS.



SHOEMAKING AT A PECKHAM SPECIAL SCHOOL  
FOR MENTALLY DEFECTIVE BOYS.

One thousand short-sighted and 150 hard-of-hearing children are now being specially taught in London. From 1920 to 1922, 763 children passed through the special classes for stammerers and 48 per cent. were discharged as cured.

#### INDUSTRIAL AND REFORMATORY SCHOOLS

Number of children	2,500
Total annual expenditure	£100,000

No handbook on the educational work of the London



UPTON HOUSE INDUSTRIAL SCHOOL.

employment ; of these 88 per cent. took up work for which they had been trained at school. Similar figures for a boys' school were 90 per cent. found employment, and 78 per cent. in trades which they had learnt at school.

County Council would be complete without reference to its industrial schools. These schools are provided for the education, training, and maintenance of children who, owing to unfortunate home circumstances or in consequence of some offence (usually of a technical character), have to be removed from their homes by order of a Juvenile Court and sent to a residential industrial school, where they are given opportunities for becoming useful citizens in after-life.

#### AN OLD IDEA DISPELLED

The London County Council has only four of these schools, but has made arrangements with the managers of many similar schools in different parts of the country to which London children can be sent. The old idea that these schools were dreary institutions for the confinement of "wrong-doers" has been dispelled, and a brief visit to such a school would at once remove any doubts. The school would be found to be "populated" by a healthy, happy band of children enjoying many advantages which cannot be provided for children at the ordinary day schools.



MAYFORD INDUSTRIAL SCHOOL, WOKING.

Many of the boys are trained for Army bands, others for farming, tailoring, etc. Girls are trained for different kinds of domestic work. The children leave the schools generally between the age of 15 and 16 years, but they remain under supervision until 18 years of age. The schools obtain excellent results, and many children who began life under well-nigh hopeless conditions have been enabled to make good owing to the splendid work of the industrial schools.

## FOSTER PARENTS

Very young children, instead of being sent to industrial schools, are boarded-out with foster parents in various parts of the country, where they enjoy all the advantages of family life in a good home which would otherwise be denied them. These children attend the local elementary schools in the districts in which they are boarded.

## REFORMATORY SCHOOLS AND RESULTS

It is also the duty of the London County Council to provide for London children (14-16 years old) who are convicted for offences which would be punishable in the case of adults by penal servitude or imprisonment. These "young persons" are sent to Reformatory Schools, where they are retained generally until 18-19 years of age. They receive training similar to that given in the industrial schools. The Council has no reformatory schools of its own, but has arranged with the managers of voluntary schools to take such London children (now about 300) for whom accommodation is required.

The number of children and young persons sent to industrial and reformatory schools has diminished considerably during the past few years. The betterment of social conditions generally and the activities of the various organisations for the care of children have contributed to this happy result.

A glance at the current copy of the magazine of one of the schools reveals the fact that one ex-pupil is now in the Ford factory at Detroit, and that he owns his own car and house, while another is the physical exercise instructor upon one of the finest liners running between Southampton and New York. Many similar successes could be recorded if there were space for them.

## TECHNICAL EDUCATION

### EVENING INSTITUTES

191 Evening Institutes with 120,000 students.  
8,000 expert teachers employed.

Free tuition for boys and girls fresh from school. Low fees  
and scholarships for others.

Students of all ages from 14 to 78.

THERE were night schools in London long before public elementary schools, but their main function then was to teach illiterates. Forty years ago the number of night school students was under 10,000 ; the modern evening institutes are attended by nearly 120,000 students.

As elementary education spread, the night school gradually became a school giving technical and cultural instruction to those who had already received the ground-work of education. To-day, the term "evening institute" is employed because it better describes the co-ordination which has been established by the London County Council between all forms of evening education. The polytechnic and technical institutes concentrate, for the most part, upon technology and science, for the teaching of which elaborate equipment and machinery are necessary.

### COMMERCIAL INSTITUTES

Commercial and literary subjects or other aspects of education requiring class-rooms, as distinct from laboratories or workshops, are now taught right from the elementary to the most advanced stages in evening institutes, thereby releasing at the polytechnics and technical institutes room for developments along technological and scientific lines. For instance, the commercial evening institutes in London provide vocational training for all commercial pursuits, from the first



FIRST AID CLASS, EVENING INSTITUTE.

stages in book-keeping and shorthand to the final examinations qualifying for admission to highly-skilled clerical occupations.

#### OTHER TYPES OF INSTITUTES

In addition to the commercial institutes, there are other types to meet the varied requirements of the Londoner. The chief of these are :

Women's Institutes, providing education in domestic and health subjects for girls and women only.

Institutes with more than one department (e.g. junior commercial and junior technical).

Men's Institutes, providing educational and social opportunities for the study and discussion of men's interests, pursuits, and callings.

Literary institutes, for students over 18 years of age desirous of learning cultural subjects such as the arts, aesthetics, history, literature, modern languages, philosophy, and other humanistic subjects.

Junior commercial and junior technical institutes for students under 18, who as a rule take a "course" of instruction covering three evenings a week.

Students in evening institutes are taught by expert instructors ; probably 80 per cent. of these follow the trade or profession they teach. Thus, law is taught by lawyers ; hygiene and medical subjects by doctors and nurses ; accountancy by chartered accountants ; journalism by journalists ; music, languages, banking, shipping, insurance, home-dressmaking, millinery, and so on by specialists who know the subject, and what is equally important know how to teach it.

#### AN OPEN ROAD FOR THE AMBITIOUS

Children who have just left the elementary school are admitted free to the junior evening institutes if they



GARDENING CLASS, BATTERSEA MEN'S INSTITUTE.

enrol immediately on leaving. Thereafter, they can secure free admission during subsequent years by regular and satisfactory attendance. From the junior commercial or technical institute they can pass on to the senior commercial institute, polytechnic, or technical institute; where more advanced work can be done, and where there are opportunities for research.

In concluding this section on evening institutes, extracts from two post-war reports by H.M. Inspectors are worth quoting :

*Literary Institutes.*—“These institutes constitute a remarkable educational experiment. . . . It is desired to express an appreciation of the policy of the London Education Authority in initiating such a scheme of popular liberal culture.

The enterprise shown in these early stages furnishes ground for hoping that the institutes will ultimately occupy a prominent position in the educational system.”

*Women's Institutes.*—“They supply useful instruction in a wide range of practical subjects appertaining to the conduct of the home; they encourage the development of musical skill and power of appreciation; they foster . . . an interest in literature . . . ; they provide growing girls with much-needed opportunity of improving their physique; and, through their social side, they broaden the outlook of girls and women in many directions . . . their influence is valuable and far reaching.”

### DAY CONTINUATION SCHOOLS

Number of Schools . . . . .	11
Number of Students . . . . .	5,000
Cost per 100 Student hours . . . . .	£4

THE eleven voluntary Day Continuation Schools of London are free and voluntary; they may be attended



CLASS FROM HOLLOWAY LITERARY INSTITUTE VISITING ST. HELEN'S CHURCH.



ORCHESTRAL CLASS, EVENING INSTITUTE.

by those employed or by those who are looking for employment. For both types of student, the subjects of instruction have been carefully worked out, so that boys and girls may receive vocational guidance as well as vocational instruction.

The schools try to avoid the tragedy of fitting square pegs into round holes, of little pegs into big holes, or big pegs into little holes. The fitness of a boy or girl for a particular kind of job is watched, and once that fitness is determined, instruction appropriate to future employment is given.

#### THE SUPPORT OF EMPLOYERS

The schools are meeting increasingly with the support of employers. At the Westminster School, boys and girls are trained, after selection by the Incorporated Association of Retail Distributors, for positions in the big West-end stores ; at the South Hackney School, local business men guarantee employment for students who have taken the courses in retail drapery and dyeing ; at Brixton, the grocery trades are co-operating with the Council in training boys to be grocers' assistants. Similarly, at Battersea, butcher boys are being trained ; at Hammersmith, waitresses.

This training is intended to get the young employee on "top of his job"; to interest him in its possibilities and prospects.

#### A CAREFULLY THOUGHT-OUT CURRICULUM

Side by side with vocational training, the students' knowledge of cultural subjects is carried further and



YOUNG GROCERS, BRIXTON DAY CONTINUATION SCHOOL.

attention is given to physical fitness. The whole curriculum, therefore, is a carefully thought-out plan to improve the mental, physical, and business aptitudes of the students.

The Day Continuation Schools, in short, provide, free of charge to London parents, specialised instruction for ambitious boys and girls who wish to obtain a permanent position and not a blind-alley job. They provide a unique opportunity for the parent who cannot afford to pay fees to fit his children for better chances in workshops, offices, or any other of the great variety of industrial occupations that the young Londoner follows.

## FOR YOUNG PEOPLE FROM 14-18

The courses vary from 6 to 15 hours a week. Classes are held every day between 9 a.m. and 7 p.m. Attendance can generally be arranged to suit the convenience of students or of their employers, and every effort is taken to find unemployed students work if they prove themselves fit for it. The schools are available for young people between the ages of 14 to 18, the critical years when they are growing into manhood and womanhood.

TRADE SCHOOLS<sup>1</sup>

Number of Schools . . . . .	19
Number of Students . . . . .	200

THE concentration of population in London and the many occupations followed by Londoners have made



WAITRESSES, HAMMERSMITH DAY CONTINUATION SCHOOL.

possible the establishment of numerous trade schools, both for boys and girls. A trade school is partly a school and partly a workshop.

The trade schools are recruited, in part, by students awarded "trade scholarships" and, in part, by fee-payers.

<sup>1</sup> Including day technical schools of the same type.

They are, as a rule, for boys between the ages of 13 and 16 and girls between the ages of 14 and 16 who are apprentices or learners. Apprentices usually have their apprenticeship shortened by a period corresponding to their training at the trade school.

Most of the larger polytechnics and technical institutes provide trade schools during the day-time. In addition, a number of schools, devoted entirely to trade school purposes, have been built or are supported by the London County Council.

#### WHAT BOYS ARE TAUGHT

Boys at these schools are taught furniture, cabinet making, and woodwork trades; wood carving; carriage and motor body building; building, carpentry, masonry,



STONE CARVING, SCHOOL OF BUILDING.

bricklaying, plumbing, painting and decorating, and architectural drawing; engineering and metal work trades; silversmithing, jewellery and engraving; professional cookery and professional waiting; photo-engraving and photo process work; book production (printing and book-binding) and tailoring.

What shall we do with our girls? is a question many parents ask nowadays.

One answer to this is to let them become skilled crafts women in a trade for which they have special aptitude. If they are given training on up-to-date lines, great opportunities lie before them.

### WHAT GIRLS ARE TAUGHT

The trade schools of London offer exceptional facilities ; they maintain the closest touch with employers and trade experts. For girls, in particular, they are helping London to develop the trades for which Paris has so long been famous.

Among the subjects taught to girls may be mentioned photography, wholesale dressmaking, dressmaking and embroidery for retail houses, trade embroidery, ladies' tailoring, millinery, lingerie making, ladies' hairdressing, upholstery, waistcoat making, laundry work and domestic service.

The work done at the schools attains a high degree of excellence, and, in normal times, the girls have little difficulty in obtaining remunerative employment. The training is thorough ; girls are taught to plan, design, make ; to appreciate the " flair " of their trade, its possibilities and resources ; to speak about it and write about it pleasantly and gracefully.

### CHANCES FOR THE RISING GENERATION

The London of to-morrow will continue to offer splendid chances for the enterprise of the rising generation. In the future, much more so than in the past, the highly skilled woman will find scope for business acumen.

The easiest job is not, as a rule, the best job ; the wise parent thinks and plans and trains. Educated and intelligent boys and girls, who have had a skilled training

in a trade school, are bound to be in the fore-front of industrial progress.

This section has only indicated the salient features of the London trade schools. Any parents who are anxious to know what to do with their boys and girls ought to consider in good time the opportunities for learning trades in these schools. The Education Officer is always prepared to give parents and ambitious boys and girls precise information on matters of detail either



LADIES' TAILORING, TRADE SCHOOL FOR GIRLS.

in answer to a letter or to a personal inquiry at the County Hall.

### TECHNICAL INSTITUTES

London County Council Institutes	18
“Aided” Institutes	28
Total number of students	54,000
Total annual cost	£770,000

LONDON has no staple industry. It has always been

the stronghold of the small trader and the small manufacturer.

“ LONDINIUM MAXIME CELEBRE ”

The Roman historian, Tacitus, in mentioning London for the first time in history, referred to it even then as being celebrated for the number of its merchants and trading vessels.

The trades of London come and go ; in recent times it has lost silk manufacture and shipbuilding, but has set up



LIFE CLASS, CAMBERWELL SCHOOL OF ARTS AND CRAFTS.

new industries in engineering and scientific instrument work ; there are to-day in London about 600 chemical factories.

The established markets for its overseas trade are likewise subject to constantly changing conditions ; increasing competition has to be faced, but by adapting itself to trade developments old markets have been retained and new ones created.

Technical instruction in London has long been regarded as a spear-head for the furtherance of its commerce and industry.



The London County Council has made this technical instruction available for practically every occupation the Londoner follows. Great monotechnics have been equipped for teaching everything about one particular trade; great polytechnics for teaching many trades.

### THE LONDON MONOTECHNICS

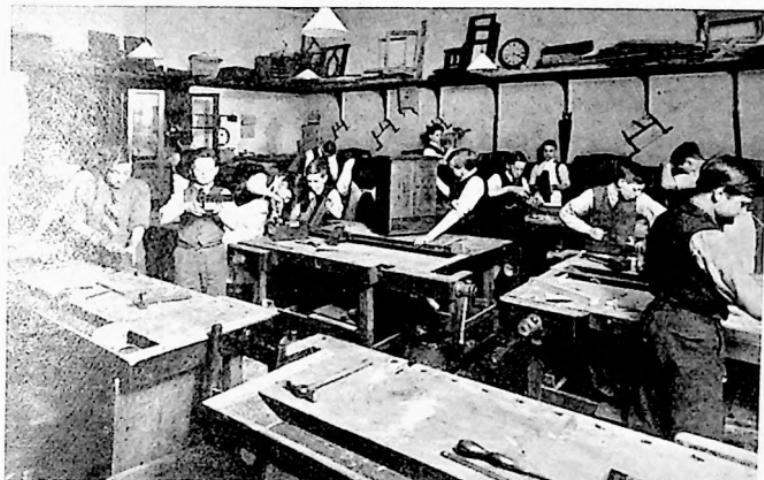
Among the former may be mentioned the School of Building at Brixton, where technical instruction is open to boys about to become bricklayers, plumbers, or masons; to men who are already architects, surveyors, or master builders.

At the School of Printing in Stamford Street 2,000 students learn, between them, everything about printing; at the School of Photo-Engraving and Lithography in Bolt Court, Fleet Street, the various phases of another important London industry are taught right from its elementary stages for juniors to research work for skilled craftsmen.

### THE LONDON POLYTECHNICS

The London polytechnics and other technical institutes partly supported, or "aided," receive from the London County Council about £350,000 annually. The London County Council recovers half this expenditure from the Board of Education. The polytechnics have also, in the past, been liberally aided by capital grants for building extensions.

Mention is made in the section dealing with secondary schools of the "pious founders" of some of the old-established secondary schools of London. An appreciative reference is deserving here about the ancient City Guilds, which for centuries liberally supported apprenticeship, and more recently technical education.



WOODWORK CLASS, BEAUFOY INSTITUTE.

### SOME LONDON COUNTY COUNCIL GRANTS LAST YEAR

The extent to which the London County Council aids the London polytechnics may be seen from the following figures :

	Grants in Aid, 1923.
Battersea Polytechnic . . . . .	£40,000
Borough Polytechnic . . . . .	39,000
City of London College . . . . .	14,000
Northampton Polytechnic, Clerkenwell . . . . .	30,000
Northern Polytechnic . . . . .	33,000
Regent Street Polytechnic . . . . .	72,000
Sir John Cass Technical Institute, Aldgate . . . . .	11,000
Chelsea Polytechnic . . . . .	37,000
Woolwich Polytechnic . . . . .	36,000

About 50 per cent. of the Council's expenditure on the above grants is recovered from the Board of Education.

### SOME OTHER NOTABLE "AIDED" INSTITUTIONS

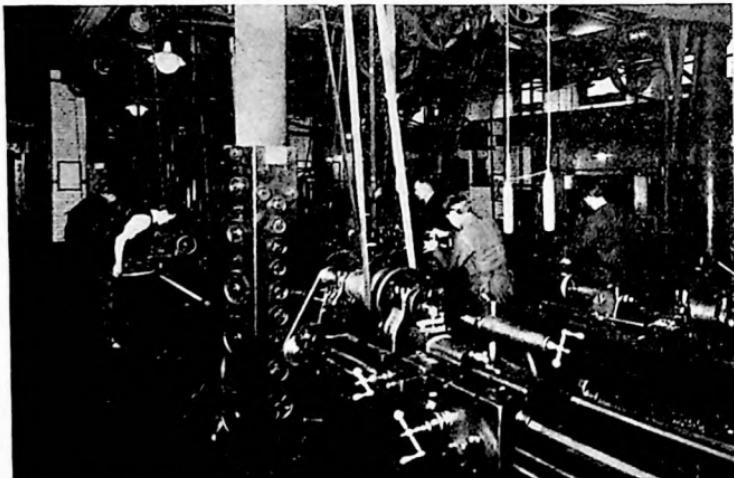
Many other technical institutes receive support from the London County Council. Among these may be mentioned Cordwainers' Technical College, Clerken-

well ; Goldsmiths' College, New Cross ; Leathersellers' Company's Technical College, Tower Bridge Road ; Morley College, Westminster Bridge Road ; Royal School of Art Needlework, Kensington ; St. Martin's School of Art, Westminster ; School of Woodcarving, Kensington ; and Toynbee Hall, Whitechapel.

#### AND SOME OTHERS CONTROLLED DIRECTLY BY THE LONDON COUNTY COUNCIL

The chief technical institutes entirely supported by the London County Council, in addition to those already mentioned, are the Central School of Arts and Crafts, Southampton Row ; the Schools of Arts and Crafts at Hammersmith and Camberwell ; technical institutes at Hackney, Paddington, Norwood, Shoreditch, and Westminster ; and the School of Engineering and Navigation at Poplar.

The tuition provided in all these institutions covers practically every technological process required in the industrial life of London. Each has some distinctive feature, and all have been carefully built up and over-



WORKSHOP, POPLAR SCHOOL OF ENGINEERING.

lapping minimised. Developments and changes are continually going on with variations in industry and population.

#### RECENT DEVELOPMENTS FOR NEW PROCESSES

If any London trade has no appropriate technical instruction behind it, the London County Council is prepared to provide that instruction. Among recent developments which will show what is being done may be mentioned instruction in petroleum technology at Sir John Cass Technical Institute ; classes for plumbers in oxy-acetylene welding at the School of Building, Brixton ; classes for the scale and weighing industry at Northampton Polytechnic ; classes for textile distributors ; musical instrument making and an advanced school of rubber technology at the Northern Polytechnic ; science teaching in connection with commodities and the marketing of commodities at the City of London College ; development of the building trades and music trades schools at the Northern Polytechnic ; technical optics, aeronautics, telephony, and telegraphy, at the Northampton Polytechnic, Clerkenwell ; and the establishment of a higher school of commerce at Regent Street Polytechnic.

## SCHOLARSHIPS FOR THE CLEVER LONDONER

Free admission to Central Schools	.	.	6,000 annual awards
Secondary School Scholarships	.	.	3,000 .. ..
University Scholarships	.	.	270 .. ..
Technical and Trade Scholarships	.	.	1,100 .. ..
Training College Scholarships	.	.	430 .. ..

At the end of last year 16,500 boys and girls and older students were holding scholarships awarded by the London County Council, in addition to those awarded free admission to central schools.

It is not possible here to give detailed information concerning the scholarship scheme, but only an account of its essential features. Parents with clever children should make a point of getting a copy of the Scholarships Handbook.

In addition to the London County Council scholarships, the handbook gives particulars of exhibitions and prizes awarded by many educational charities and foundations in London. Among such may be mentioned scholarships for Christ's Hospital, St. Paul's School, City of London School, Dulwich College, and many other famous institutions.

### THE EDUCATIONAL LADDER

The scholarship scheme, briefly, makes provision whereby a boy or girl may proceed from a public elementary or private school at the age of 11 through a secondary or trade school to the highest grade of education in a university, at a technical college, or training college for teachers.

Maintenance grants, graduated according to the income of the parent and the number of children he has to support, are awarded in addition to free education.

All children whose parents live in the County of London are eligible on equal terms for scholarships, irrespective of the school at which they attend.

There is a common impression that London County Council scholarships are available only for children who are attending schools supported by the London County Council. But this is not so. They may be competed for by children from any school, provided that they are British subjects and that the parents dwell in the County of London.

#### SCHOLARSHIPS FROM ELEMENTARY SCHOOL TO—

#### SCHOLARSHIPS FOR FULL-TIME EDUCATION

Following are the main features of the scholarship scheme. The income limits of parents are stated for

awards where the scholarship holder is the only dependent child. The income limit varies with the type of award. It is extended by £50 for each other dependent child.

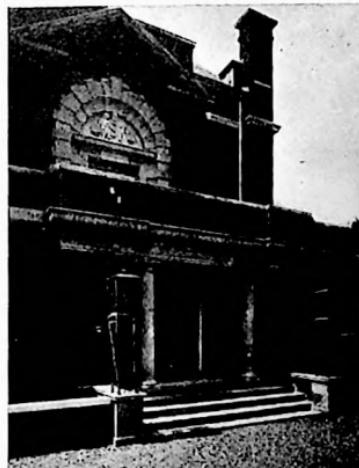
Junior County Scholarships are awarded admitting

At the age of 11. boys and girls to secondary schools.

The parent, as far as possible, has the choice of school. Income limit (apart from allowance for children) £450 for a free place, and



SCHOLARSHIPS FROM ELEMENTARY SCHOOL TO—



SECONDARY SCHOOL, AND THENCE TO—

£250 for a maintenance grant. Maximum maintenance grant £12 a year rising to £21 after the age of 14. In addition, admission to central schools is arranged for candidates who do not reach scholarship standard but who show signs of exceptional ability.

Scholarships awarded at this age for secondary schools are intended mainly for those who failed to get a scholarship at 11, but whose mental powers develop <sup>At the age of about 13</sup> later. Trade and junior art scholarships are <sup>or 14.</sup> awarded to girl applicants at the age of 14. Special subjects are taken by candidates for trade scholarships. Income limit (apart from allowance for children) £450 for a free place, and £350 for a maintenance grant £21 a year.

Intermediate County Scholarships are awarded for boys and girls. These scholarships are tenable at a secondary school, polytechnic, or technical <sup>At the age of 16-17.</sup> institute or art school for two or three years. Income limit (apart from allowance for children) £550 for a free place, and £450 for a maintenance grant. Maximum maintenance grant £39.

Senior County and Teachers' Scholarships are awarded, tenable at universities and other institutions of higher <sup>At the age of 18 or 19.</sup> education in technology, science, music, art and artistic crafts, or at training colleges.

These scholarships are generally for three or four years, but a renewal for a fifth year is possible. The scholarships in art, science, and technology are awarded to candidates who have been in industry for two years, and have attended evening classes. They are for two years, but they may be extended for a third year. Income limit (apart from allowance for children) £750 for a free place, and £650 for a maintenance grant. Maintenance grants are awarded up to £90 a year with higher grants for candidates who are self-supporting or who attend residential institutions. Scholarships are also awarded at this age to intending teachers who are qualified for admission to a training college.

## SCHOLARSHIPS FOR EVENING STUDENTS

In addition to the scholarships set out above, there are many evening exhibitions in art, science, and technology to enable boys and girls at the age of 15 to receive free instruction at evening classes, together with a grant of £3 per annum. Candidates must have attended a school providing vocational training, or must have been engaged in a particular trade or industry for at least two years since leaving school.

## SPECIAL SCHOLARSHIPS

Special Talent Scholarships are awarded to candidates under the age of 24 who show evidence of possessing extraordinary talent in drawing, painting, or music. The tenure and grants are decided individually.

Scholarships and grants to blind, deaf, or crippled students are also awarded. They are tenable from one to four years.

Other scholarships which may be mentioned are those for dramatic art, household management, mothercraft, and infant welfare.

## AN ANNUAL STREAM OF CLEVER CHILDREN

Many men and women who, in their school-days, passed from the elementary schools to the universities with London County Council scholarships are now holding important appointments at home and throughout the Empire.

Among the London County Council's distinguished "scholars" may be reckoned the principal of a London



THE UNIVERSITY.  
From a drawing by Mr. J. D. M. Harvey and  
reproduced by permission of University College,  
Gower Street, W.C.1.

polytechnic ; the head of the observatory of the capital of one of our principal colonies ; tutors and lecturers at the universities ; head mistresses of girls' schools ; masters at famous public schools ; lawyers, doctors, and civil servants and business men worthily filling positions of responsibility both at home and overseas.

The arts, the sciences, the professions, business and public interests alike are being enriched by this steady streaming of clever children into our national life.

It is probable that one day the genius of one of these will confer some priceless boon upon humanity, and that the cost of the scholarship scheme will pale into insignificance before his achievements.

It may be that that boy or girl is not yet born ; but it may be that already one now so steadfastly climbing the scholarship ladder will rank among the Immortals, will adorn the schools that taught him, the parents that encouraged him, and the great City that helped him on.

Who knows ?

## SECONDARY SCHOOLS

County Secondary Schools	24
Schools "aided" by London County Council grants	50
Total number of pupils	31,000
Average cost per pupil in a County Secondary School	£39

THE London County Council spends about £400,000 each year in supporting secondary schools. There are in London 53 endowed schools, of which 41 require rate aid, the income from fees and endowments being insufficient to carry on the schools.

## COUNTY SCHOOLS

The county secondary schools have been built, or acquired, to supplement the school places provided by the endowed schools. In addition, capital sums amounting in all to £130,000 have been voted by the London County Council to modernise endowed schools. 38 per cent. of the pupils in the London secondary schools supported by the London County Council are admitted free.

The parents of fee-paying pupils pay fees, which average one-third of the cost of the education, the Board of Education and the London County Council each



AN ENDOWED SCHOOL MODERNISED, THE COOPERS' COMPANY'S SCHOOL, BOW.

helping parents in a like proportion. Many parents assume that by paying fees they are paying for the education of their children. This assumption is wrong. In fact, it costs the public nearly £10 a year more to educate a fee-paying pupil at a rate-aided and State-aided secondary school in London than it does to educate, free of charge, a child in a public elementary school.

#### ENDOWED SCHOOLS

By supporting endowed schools, the London County



CHEMICAL LABORATORY, STRAND SCHOOL, BRIXTON.

Council preserves the fine traditions of these schools, while maintaining their efficiency and powers of development.

The pupils leaving the London secondary schools at the age of 16 or 17 should have passed the General School Examination, which is of matriculation standard, and a qualifying examination for entry to courses of preparation for many responsible professions and occupations.

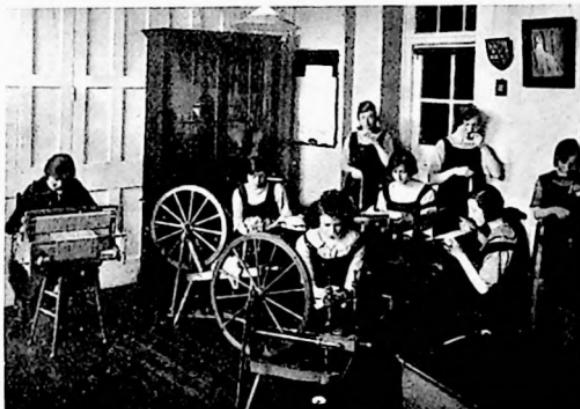
Boys and girls who stay till 18 or 19 can undertake an "advanced course" in the secondary school.

Pupils may proceed from the secondary schools to the universities and institutions providing advanced technical

instruction, or may secure appointments in the world of affairs at the age of 16-18.

#### EDUCATION FOR RESPONSIBILITY

Employers are appreciating more and more the value of a sound general and cultural education for those of their employees who may be expected to rise to positions of responsibility. The London secondary schools provide this education, and the Employment Committees which the head masters and head mistresses have set up—one for



SPINNING AND WEAVING, COUNTY SECONDARY SCHOOL,  
CLAPTON.

boys and one for girls—try to find suitable appointments for those who have successfully passed through the schools.

#### THE SPIRIT OF A SECONDARY SCHOOL

The benefactions of dead and gone Londoners bring in over £50,000 a year for secondary school endowments. Their zeal for education gave London many splendid schools, and no account, however short it may be, of what the London County Council is doing for London would be complete without grateful reference to men and women like Edward Alleyn, William Ellis, Dean Colet, Dame Alice Owen, Mary Datchelor, and, last but not least,

Frances Mary Buss, who were the pious founders of schools which to-day honour and treasure their memory.

The great public schools of England, it has been said, are both the hope and despair of foreign countries. For

To set the cause above renown,  
To love the game beyond the prize

is the spirit of education. Schoolboys call this spirit "Playing the Game"; and the Council's contributions to secondary education have been the means of teaching many thousands of boys and girls to play it.

## UNIVERSITY EDUCATION AND TRAINING COLLEGES

Annual Grants to University of London . . . . .	£35,000
Annual Grants to colleges and polytechnics for education of university standard . . . . .	£55,000

TWENTY-ONE professorial chairs have been established by the London County Council in the University of London for developing the highest type of instruction in :

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The scholarships awarded for students in the Universities of London, Oxford, and Cambridge, amount to £22,000 yearly. In addition, capital sums have been voted from time to time for the erection and improvement of university institutions, such as University College (£40,000), Bedford College for Women (£30,000). The London School of Economics and Political Science in Clare Market is built on land of the total value of £66,700 provided by the Council at a peppercorn rent as part of the Kingsway improvement.

## THE IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

The Imperial College of Science and Technology, South Kensington, receives £21,000 annually from the London County Council, the School of Oriental Studies, Finsbury Circus, £1,300, and the Institut Français du Royaume Uni—a London division of the Université de Lille—£1,000.

## THE TRAINING OF TEACHERS

Four training colleges for teachers are maintained by the London County Council, one of these, the London Day Training College, Southampton Row, Kingsway, being a school of the University of London.

## THE STUDIOS LONDON TEACHER

Few Londoners realise how much London teachers strive to keep abreast of modern educational methods. Many teachers become students again when their young charges have gone home.

They attend conferences to discuss school improvements ; help to prepare memoranda and publications dealing with new ideas ; attend special lectures and classes for teachers which are held so that they themselves may learn, for their school lessons, from men and women of outstanding reputation in commerce, history, literature, pedagogy, philosophy, and Imperial affairs.

Nearly 15,000 trained and expert London teachers went to school again last year in order that their teaching powers might be still further developed. Few pro-



A CORNER OF ONE OF THE STUDENTS' ROOMS AT FURZEDOWN TRAINING COLLEGE, STREATHAM.

fessions appreciate more earnestly the rare wisdom of Ben Jonson :

“ Very few men are wise by their own counsel, or learned by their own teaching ; for he that was only taught by himself had a fool for his master.”



BEDFORD COLLEGE FOR WOMEN, REGENT'S PARK.

#### THE SCHOOLMASTER AND HIS PRIMER

No schools in the world enjoy more expert and resourceful teachers than the London schools. Lord Brougham, in a memorable speech in Parliament after the Napoleonic wars, said :

“ There have been periods when the country heard with dismay that ‘ The soldier was abroad.’ That is not the case now. Let the soldier be abroad ; in the present age he can do nothing. There is another person . . . whose labours have tended to produce this state of things. The schoolmaster is abroad ! And I trust more to him, armed with his primer, than I do the soldier in full military array for upholding and extending the liberties of his country.”

## A TRIPLE ALLIANCE FOR THE ARTS OF PEACE

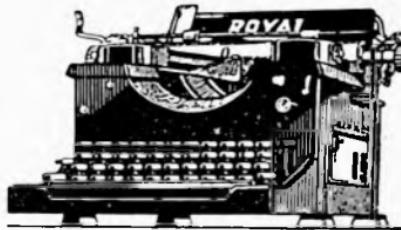
To-day the London child has behind him the London schools. The London schools ask that behind them may be found the London parents.

The London County Council, as the education authority for London, is glad to think that both these ideals are rapidly being crystallised into the accepted facts of everyday life, and that the twentieth century, despite its tragic beginning, may go down to history as the Children's Century.



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**Civil and Constructional Engineering and Architecture, Mechanical Engineering, and Electrical Engineering.**—The complete courses in above extend over three or four years. The courses are suitable for students who wish to take the B.Sc. (Engineering) degree of the University of London, the Associateship Examination of the Institute of Civil Engineers, the Institute of British Architects, and other professional examinations.

**Chemistry and Physics.**—Three-year courses are arranged in these subjects, and large and suitably equipped laboratories are provided. The courses are suitable for students wishing to take the B.Sc. Honours degree of the University of London, the Associateship of the Institute of Chemistry, and other public examinations. In addition to the courses in Pure Chemistry, special attention is given to Applied Chemistry, and classes are held in such subjects as Oils and Fats, Soap-making, Chemical Engineering, Paper-making, Bacteriology, etc.

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